

DRAFT CURRICULUM

In the subject of

HOME ECONOMICS

**FOR CLASSES
(VI-VIII)**

Developed By

Directorate of Curriculum & Teacher Education NWFP.
ABBOTTABAD
April, 2003

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PREFACE

A nation without means of reforms is a nation without means of survival. The best course to make reforms is always remain in education. The Federal Govt of Pakistan feels the need of modifying, revising and making abreast of time the curricula across the levels and subjects (I-XII). Form now in consonance of National Education Policy (1998-2010) already pure sciences, social sciences and languages curricula in two phases i.e 2002 AD and 2001 AD respectively have been designed and developed in collaboration with all 4 Curriculum Bureaux accordingly. This is the 3rd phase - 29 subjects yet 61 level is in operation.

The NWFP Curriculum & Teacher Education Directorate under the auspices of the Secretary School & Literacy Department and certainly in collaboration with Federal Ministry of Education, Curriculum Wing, Islamabad has convened various Provincial Draft Curriculum Development Committees meetings comprising working teachers, Subject Specialists, University/College teachers and Curriculum Developers to prepare the document in selected disciplines as per availability of financial assistance.

The curriculum development has always been remain continuous process. Indeed, to accomplish this titanic task one needs immense commitment, stout vigour and profound professional insight. Special gratitude to Almighty Allah that such head & heart qualities were found among the members of the committees and others engaged in the process.

We don't claim that this work is complete in all respect. However, the Ministry can ameliorate it through the modicum efforts of NCDC. Before going to depart I must like to appreciate to both committee members and all subject specialists plus officials for fulfilling the task despite the snags and limitation.

Umar Farooq
Director
Curriculum & Teacher Education
NWFP, Abbottabad

INTRODUCITON

Responsibilities of educating the young ones for their welfare is laid on various Agencies, of which community plays the major role. This claim is justified by recognized functions which is fulfilled for the common good.

Family is another agency, which claims this share and our subject of Home Economics plays better role in the prospect. Twenty years ago only foreign books were studied, which were totally different from Pakistani ideology and culture. Neither could that foreign knowledge equip our girls for their role in a family and society. By the grace of God, with the passage of time aspects of Home Economics were integrated according to our country and society needs. Vast curriculum was given to the students for both urban and rural families according to their local conditions.

It is fact that a girl living in a city or a village has to assume the full responsibilities at home. Only Home Economics can properly equip the female students with the perception and skills suited to their responsibilities. Home Economics not only undertake the welfare of a family but aims to improve the socio-economic and spiritual quality of life. The basic knowledge of a child starts from his home, so this subject must be given more and more importance for the child's successful and gorgeous life.

For this purpose, at this stage we must modulate and promote Home Economics according to the modern age demands. A layman has a false notion of Home Economics in his mind. It is only cooking and stitching to him. But in fact it is a science and a vast field. Home Economics should be an integrated course divided or repeated throughout the levels of a students life, whether at middle level or at higher level. This subject has the responsibilities of improving:

1. The individual enrichment and development.
2. Family welfare.
3. Community betterment.

That places Home Economics, being a creativity and informative oriented subject, on a very important scale. In near future hopefully there would be drastic change in the students. We can expect the students to be perfect in home making and play a very responsible role in community and has a great contribution in the development of country.

OBJECTIVES

1. To encourage skills like observation, curiosity, creativity, questioning & application.
2. To create appreciation of fitness and beauty of regional & traditional items in modern times.
3. To instill the gratitude towards Allah Almighty for His blessing bestowed upon us.
4. To provide a concept of life in keeping with the religious, cultural, economical & social values.
5. To achieve proficiency in different fields of life to earn lively hood.
6. To develop in students sense of dignity & hard working.
7. To enhance the understanding of the importance of environment & resources to their maximum capacity.
8. To create awareness of saving time & energy via proper selection & use of modern technology.
9. To enable students to understand duties & rights for happy family life by using home making tasks relating to foods, clothing & housing.
10. To inculcate the importance of job opportunities in different fields of Home Economics i.e
 - i. Food & Nutrition
 - ii. Clothing & textile
 - iii. Related art
 - iv. Child development
 - v. Home management

DOMAIN OF KNOWLEDGE

S.#	Cognitive	S.#	Affective	S.#	Psychomotor
1	Knowledge of basic concepts of Home Economics.	1	Creativity will be enhanced	1	Ability to utilize the material properly.
2	Knowledge about different fields of life	2	To understand each aspects of life.	2	Good & successful manager in life
3	Knowledge of the broad specter of Home Economics.	3	To polish their hidden abilities.	3	To improve the earning & quality of life
4	Knowledge about health science.	4	To improve the community health.	4	Ability to keep cleanliness of body & community
5	Knowledge of leading life according to Islam.	5	To lead a successful life in society.	5	Implementation of Islamic rules in society

SYLLABUS LEVEL – I

CLASS - VI

Contents

Chapter-I	Introduction of Home Economics
Chapter-II	Food & Nutrition
Chapter-III	Clothing
Chapter-IV	Family Living
Chapter-V	Health & Hygiene

CLASS - VII

Chapter-I	Importance of Home Economics
Chapter-II	Food & Nutrition
Chapter-III	Clothing & Textile
Chapter-IV	Art & Design
Chapter-V	Family & Community
Chapter-VI	Health & Environment

CLASS - VIII

Chapter-I	Home Management
Chapter-II	Child Development
Chapter-III	Food & Nutrition
Chapter-IV	Dress & Islam
Chapter-V	Art & Design
Chapter-VI	First Aid

CHAPTER I

CLASS 6TH

INTRODUCTION OF HOME ECONOMICS

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1. To understand the importance & concept of Home Economics 2. To understand the significant role of Home Economics of other subjects of life. Affective: 1. To develop the sense of self-learning and human pride. 2. To develop the appreciation for hard work and manual work. Psychomotor: 1. To enable the students to select an area in the vocational group.	2. Home Economics 3. Role 4. Relationship	1. Meaning of Home Economics. 2. Simple definition of Home Economics. 3. Significance of Home Economics. 4. Relationship with the subjects of: a. Psychology b. Economics c. Chemistry 5. Learning about different techniques: a. Clothing b. Nutrition c. Hygiene	1. Explanation with different examples. 2. Showing different A.V.Aids: a. Clothing b. Hygiene Charts	1. To assess interest about Home Economics 2. To assess study skill through objective cum subjective tests.

CHAPTER II

CLASS 6TH

FOOD & NUTRITION

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> To know about different foods. To help students the importance of food, its relation to nutrition. To provide information about the nutrition of the food. 	<ol style="list-style-type: none"> Food Nutrition Food groups Difference 	<ol style="list-style-type: none"> Simple meaning of Food & Nutrition. Simple definition of Food & Nutrition. Difference between Food & Nutrition. Food groups: <ol style="list-style-type: none"> Eat & meat products. Milk & milk products. Fruits & vegetables Cereal & legumes. 	<ol style="list-style-type: none"> Explanation with examples. Use of A.V Aids. Making a chart showing food components. Making a chart of different groups of food. 	<ol style="list-style-type: none"> To assess the eating habits through discussion. Assessment through objective & subjective tests.
Affective: <ol style="list-style-type: none"> To develop an awareness of the importance of food. To make them aware of the differences in nutrient requirement at various age level. To create aware of the importance of sanitary food habits. 				
Psychomotor: <ol style="list-style-type: none"> To observe the signs of poor diet on growth and development. To learn about : <ol style="list-style-type: none"> Personal hygiene To learn sanitary handling of foods. 				

CHAPTER III

CLASS 6TH

CLOTHING & TEXTILE

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> To understand the economic, social and cultural values in the selection of dresses. To create awareness in the selection of dresses for self and family. To learn the methods of cleaning and storage of clothing. 	<ol style="list-style-type: none"> Clothing Dress in Islam Effects Regional dresses 	<ol style="list-style-type: none"> Short history of dress. Comparison of dressing: <ol style="list-style-type: none"> In different countries. Islamic point of view. Quranic verses and Ahadits. Selection of dress according to personality: <ol style="list-style-type: none"> Age Complexion Occasion Study of different regional dress in Pakistan e.g <ol style="list-style-type: none"> Sindh NWFP Punjab Baluchistan 	<ol style="list-style-type: none"> Explanation with examples by using different pictures. Arranging fancy dress shows. 	<ol style="list-style-type: none"> Assessment through subjective & objective tests. Assessment of dressing through different occasions: <ol style="list-style-type: none"> Uniform Function dresses etc. To observe attitude of the students during shows.
Affective: <ol style="list-style-type: none"> To help the students realize the importance of economic, social religions and cultural values. To develop the sense of aesthetic and functional qualities in selecting dresses. To promote the sense of good care of clothing. 				

CHAPTER IV

CLASS 6TH

FAMILY LIVING

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1 To know about the family. 2 To help the students understand themselves and their family members. 4 To help the students understand the religious and cultural values of the family.	1 Family 2. Function 3. Role	1 Simple definition of family. 2 Structure of family 3 Provision of basic needs: a. Clothing b. Food c. Shelter d. Safety e. Health f. Education g. Love & affection h. Economy 4. Duties & responsibilities of family members: a. Husband & wife (Spouse) b. Father & Mother (Parents) c. Children (Siblings)	1. Group discussion on family. 2. Question-answer session on basic function of family.	1 To observe their attitude during school visit. 2. Evaluation through objective cum subjective type tests. 3. To observe their self confidence during discussion session.
Affective: 1. To make them realize the importance of individuality. 2. To promote the sense of acceptance of religions and cultural values.				
Psychomotor: 1 Develop the sense of self-respect and self-confidence. 2 To develop the skill of self-analysis in relation to religions and cultural values.				

CHAPTER V

CLASS 6TH

HEALTH & HYGIENE

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> To emphasis the understanding of the term hygiene. Enhance the knowledge of personal care. To create the awareness of the importance of environment. 	<ol style="list-style-type: none"> Health & Hygiene. Personal care. Fitness Environmental hygiene. 	<ol style="list-style-type: none"> Introduction of health & hygiene Definition & importance of hygiene. Personal care. <ol style="list-style-type: none"> Cleanliness of different parts of the body. Cleanliness of surroundings. Fitness <ol style="list-style-type: none"> Importance of exercise. Daily short exercise e.g walking, jogging, skipping etc. Diet. Environmental hygiene: <ol style="list-style-type: none"> Importance of environment Cleanliness of the environmental components e.g air, water, land and noise. 	<ol style="list-style-type: none"> Love for Islam and its teaching by celebrating cleanliness day. Arranging competitions & encouragement through prize distribution. Arranging walks for the awareness of hygiene. Group discussion Questions/ answers session. 	<ol style="list-style-type: none"> To observe participation of pupils at the time of group discussion. Evaluation through objective cum subjective type tests. To evaluate the performance of the students in preparing and keeping their objects, charts/scrape book and maintenance of their classroom.
Affective: <ol style="list-style-type: none"> To promote the sense of good personal and family hygiene. Awareness of decrease in community diseases. To develop the sense of cleanliness. 				
Psychomotor: <ol style="list-style-type: none"> To develop the skill of maintenance of their classroom and their surroundings. To create the habit of discussion and self-confidence. 				

CHAPTER I
CLASS 7TH
IMPORTANCE OF HOME ECONOMICS

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1 Enhance understanding the importance of the Home Economics 2 Develop familiarization about the relationship of other subjects of life. Affective: 1 Develop a sense of pride in students of Home Economics. 2 Promote feelings of goodwill for others Psychomotor: Develop skills of 1. Participating in activities 2. organizing group discussion 3. seeking and collecting information	1. Idea 2. Importance 3. Relationship 4. Scope	1. Three different author's definition of Home Economics 2. Importance of Home Economics in daily life. 3. Relationship with other fields of life in detail 1. Psychology 2. Economics 3. Physics 4. Chemistry 5. Biology 6. Environment 4. Advantages of Home Economics as a subject. 5. Application in practical life.	1. Discussion on various aspects of Home Economics related to other subjects of life. 2. Arranging the questions/ answering session.	1. Assessment through objective & subjective types tests. 2. Evaluate through observation during practical work.

CHAPTER II

CLASS 7TH

IMPORTANCE OF FOOD

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> Promote understanding of the factors influencing on food. Enhance understanding of the food groups. Develop the significance for different food components. Affective: <ol style="list-style-type: none"> Develop the sense of gratitude of Allah Almighty for providing us natural resources of food. Psychomotor: <p>Develop skills of:</p> <ol style="list-style-type: none"> Collecting and sorting the food grains. Participation in sharing activities. Making of charts 	<ol style="list-style-type: none"> Food & Nutrition Element Balanced diet Importance Sources 	<ol style="list-style-type: none"> Definition and meaning of food Definition and meaning of Nutrition Food constituents: <ol style="list-style-type: none"> Protein Carbohydrate Vitamins Fats Mineral Water Definition of Balanced diet Importance of Balanced diet Food sources 	<ol style="list-style-type: none"> Group discussion Questions/answers session and quiz Preparing charts about the groups of food Collecting specimen of food grains and minerals and paste them on their scrap books and charts. 	<ol style="list-style-type: none"> To observe their keenness in collecting specimen and during other activities. To evaluate the written work. Evaluation through subjective cum objective type tests.

CHAPTER III

CLASS 7^{III}

CLOTHING & TEXTILE

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1. Create awareness about the various kinds of fiber used in Pakistan 2. Develop recognition of various characteristics of cotton. Affective: 1. Develop keenness for the development of fabrics 2. Promote sense of dresses at different occasions. Psychomotor: Develop skills of : 1. Having good attitude for others 2. Presenting and organizing the shows.	1. Clothing & Textile 2. Classification 3. Characteristics of cotton 4. Occasional dresses	1. Short history of clothing & textile. 2. Introduction & definition of fiber: a. Natural fiber b. Man made fiber c. Synthetic fiber 3. Characteristics of cotton: a. Durability b. Drapability c. Shrinkage d. Burning e. Colour 4. Dresses: a. Formal dresses b. Semi formal dresses c. Informal dresses d. Sports wear	1. Group discussion 2. Showing different types of fiber 3. Collecting different types of cotton fabrics 4. Arranging fancy dress shows	1. Evaluation through subjective cum objective tests. 2. To assess the skills of the students in collecting the different types of clothes. 3. To observe the attitude of the students towards other children of region at the time of fancy dress show.

CHAPTER IV

CLASS 7^{III}

ART & DESIGN

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> 1. Enrich the knowledge of art & design. 2. Create awareness of the principles of arts. 3. Promote familiarization with the mode of living Affective: <ol style="list-style-type: none"> 1. Promote the sense of art and design 2. To develop the sense of colour and texture effect. 3. Explore the traditional colour combination. Psychomotor: <p>Develop skills of:</p> <ol style="list-style-type: none"> 1. Aesthetic judgement 2. Critical appreciation 3. Ability to choose and rearrange design in relation to environment 4. Dignity of labour and self-respect. 	<ol style="list-style-type: none"> 1. Art 2. Design 3. Principles 4. Basic colours 	<ol style="list-style-type: none"> 1. General history art & design 2. Definition of art & design 3. Principles of arts <ol style="list-style-type: none"> a. Harmony b. Emphasis c. Balance d. Rhythm e. Proportion 4. Colours: <ol style="list-style-type: none"> a. Brief history b. Classification <ol style="list-style-type: none"> i. Primary ii. Secondary iii. Tertiary c. Basic colours <ol style="list-style-type: none"> i. Red ii. Yellow iii. Blue 	<ol style="list-style-type: none"> 1. Experiment of using different colours. 2. To make the colour wheel 3. Paper flower making from crepe paper. 4. Group discussion 	<ol style="list-style-type: none"> 1. Assessment through years work e.g <ol style="list-style-type: none"> i. Flowers ii. File checking 2. Evaluate through subjective cum objective tests. 3. Assessment through discussion.

CHAPTER V
CLASS 7TH
ROLE OF FAMILY IN SOCIETY

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1. To help the students understand her role in the family. 2. Create awareness of the functions of family in society. Affective: 1. To realize the importance of respect for individual in family. 2. Impart knowledge of consciousness about of duties and responsibilities in family and society. 3. To develop the sense of an appreciation for good human relation. Psychomotor: 1. To enable them to become responsible members of the family. 2. To develop the habit of self-analysis in relation to religious and moral values.	1. Family 2. Society 3. Life cycle 4. Individual role 5. Society demands	1. Definition of family. 2. Definition of society: a. Home b. School c. Community 3. Family structure: a. Large b. Small c. Joint 4. Role of individuals: a. Rights b. Duties 5. Society demands: a. Values of Islamic society b. Comparison of Pakistani society with other societies.	1. Group discussion. 2. Exchange of views through dialogue with other groups. 3. Respect for family and community.	1. Evaluate through subjective cum objective type test. 2. Critical review of opinions by moderating the group discussion. 3. To observe their attitude during school visit.

CHAPTER VI

CLASS 7TH

COMMUNITY HEALTH

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> 1. Create awareness of good health. 2. Emphasis of importance of good health. 3. To enhance the knowledge of communicable diseases. Affective: Impart knowledge of implementing basic understanding of community, health & their surroundings.	<ol style="list-style-type: none"> 1. Health 2. Importance 3. Communicable Diseases 	<ol style="list-style-type: none"> 1. Definition of health 2. Factors of good health. 3. Personal hygiene and food habits. 4. Introduction of communicable diseases: <ol style="list-style-type: none"> a. Malaria <ol style="list-style-type: none"> i. Causes ii. Signs iii. Treatment b. Cholera <ol style="list-style-type: none"> i. Causes ii. Signs iii. Treatment 	<ol style="list-style-type: none"> 1. Maintenance and cleanliness of self, classroom and school. 2. Maintenance of cleanliness at home & surroundings. 3. Celebrating cleanliness days. 4. Collecting pictures of different insects. 	<ol style="list-style-type: none"> 1. Assessment through tests. 2. Checking of personal health through observation. 3. Evaluate their attitude during cleanliness of classroom & school.
Psychomotor: Development the skill of: <ol style="list-style-type: none"> 1. To apply the scientific techniques in order to maintenance of good health i.e self, family and community. 				

CHAPTER I

CLASS 8TH

HOME MANAGEMENT

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> To impart knowledge of the concept of management. To instill the necessity of management. To enhance the understanding of the basic values of life. To help in understanding the relationship between resource & management. To impart knowledge to clarify the meaning of goals & values. Affective: <ol style="list-style-type: none"> To develop the sense of appreciation of family life. Inculcate interest in household chores. To help in realizing the importance of planning and goal setting for family. Psychomotor: To develop the ability of applying the principles of management in daily life.	<ol style="list-style-type: none"> Home Management. Processes. Goals and values. Effects of management. Resource utilization. 	<ol style="list-style-type: none"> Introduction of definition of Home Management. Need for home management Process of management <ol style="list-style-type: none"> Planning. Control & action Critical evaluation Definition of goals & categories of goals. <ol style="list-style-type: none"> Immediate goals. Short-term goals Definition of values: <ol style="list-style-type: none"> Types of values. Importance of values in achievements of goals. Introduction of Resources: <ol style="list-style-type: none"> Types of resources Human resources. Non human resources. Natural resources. 	Home Assignments	Assessment through tests (objective & subjective)

CHAPTER II

CLASS 8TH

CHILD DEVELOPMENT

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1. To give the knowledge of understanding children's growth & development 2. To clarify the process and importance of heredity. Affective: 1 To create the awareness & importance of growth & development. Psychomotor: 1. To enable the practice of suitable child training. 2. To enable the person to have good dealing in society.	1. Child development 2. Stages 3. Characteristics 4. Heredity	1. Definition of child development 2. Importance of child development 3. Characteristics of child development: a. Maturation b. Learning c. Pattern of development 4. Individual differences: a. Heredity. b. Environment	Group discussion	1. Assessment through subjective & objective tests. 2. Assessment through observing attitude & behaviour.

CHAPTER III

CLASS 8TH

FOOD & NUTRITION

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> 1. To clarify the concept of food & Nutrition. 2. To impart knowledge for the understanding and importance of proper food in relation to health. 	<ol style="list-style-type: none"> 1. Food & Nutrition 2. Function 3. Handling 4. Sanitation 5. Table setting 	<ol style="list-style-type: none"> 1. Definition of food & Nutrition 2. Importance of food <ol style="list-style-type: none"> a. Balanced diet b. Staple diet c. Mal Nutrition 3. Functions of food <ol style="list-style-type: none"> a. Daily food intake. b. Foods for protection c. Foods for energy d. Foods for growth 4. Handling of food <ol style="list-style-type: none"> a. Washing, cleaning & preparing of foods. b. Basic principles of cooking food. 5. Sanitation of kitchen. 	<ol style="list-style-type: none"> 1. demonstrations: <ol style="list-style-type: none"> a. Egg cooking b. Tea making 2. Usage of A.V.Aids & clarify the topics. 	<ol style="list-style-type: none"> 1. Assessment through objective & subjective tests. 2. Assessment through observation during practical activities.
Affective: <ol style="list-style-type: none"> 1. impart knowledge for the awareness of good & its effect on health. 2. Emphasizing the importance of sanitation. 				
Psychomotor: <ol style="list-style-type: none"> 1. To create ability to judge the effect of good or bad food on health. 2. To develop the skills for setting table attractively & practically. 				

CHAPTER IV

CLASS 8TH

DRESS

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> Enhance the knowledge of Islamic concept of dressing. Imparting knowledge of the importance of sewing machines. To give understanding of proper dressing according to age, sex & climate. 	<ol style="list-style-type: none"> Dress Islam & dress Selection Sewing machine Usage 	<ol style="list-style-type: none"> General introduction Concept of dress according to Quran & Hadith. Selection of dress <ol style="list-style-type: none"> Factors effecting selection of colours: Seasons Age Sex Sewing Machine <ol style="list-style-type: none"> Types of Machine Parts of Machine Use of sewing Machine: <ol style="list-style-type: none"> Cleaning Maintenance 	<ol style="list-style-type: none"> Practical demonstration. <ol style="list-style-type: none"> Machine & its parts. Different stitches. Using different Audio-Visual Aids in relation to dresses. Collection of Machine & dresses pictures. Machine stitching: <ol style="list-style-type: none"> Straight Round Zigzag Curved Lines 	<ol style="list-style-type: none"> Objective cum subjective tests. Viva about sewing machine (Parts of Machine). Evaluation of year work.
Affective: <ol style="list-style-type: none"> Enhancing aesthetic sense in selecting dresses for self & family. Technical knowledge about the sewing machine. 				
Psychomotor: <ol style="list-style-type: none"> To enable students to select dress according to occasion. To create the ability of knowing different parts of machine and its uses. To maintain the sewing equipment. Ability of the stitching simple things. 				

CHAPTER V
CLASS 8TH
HOME DECORATION

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: 1. To clarify the concept of Art & design 2. To give knowledge about principals of Art & design Affective: 1. To promote the importance of Art & design 2. To develop the decorative measures Psychomotor: 1. Ability to select design & furniture. 2. Ability to decorate homes etc. 3. Enable the students to lead a comfortable life.	1. Art & design 2. Elements 3. Decorative objects 4. Selection	1. Definition of Art & design in Home Economics 2. Elements of Design a. Line b. Colour c. Texture d. Shape 3. Decorative objects a. Frame/Flowers/Vases b. Curtains c. Carpet d. Wall hangings 4. Furniture according to room size & type colour of the furniture up to date knowledge about furniture & furnisher.	1. Collection of pictures related to furniture decoration. 2. Design making on papers.	1. Objectives cum subjective tests. 2. Year work evaluation. 3. Practical assessment

CLASS 8TH

FIRST AID

OBJECTIVES	CONCEPT	CONTENTS	ACTIVITY	EVALUATION
Cognitive: <ol style="list-style-type: none"> To enhance the understanding of First Aid and its importance. To inculcate the advantages of First Aid. To emphasize the necessity of First Aid education To provide knowledge for meeting emergencies. 	<ol style="list-style-type: none"> First Aid Importance Meeting emergencies General care 	<ol style="list-style-type: none"> Definition & introduction of First Aid. Advantages of First Aid Preparation for emergencies (Bandages) Provision of First Aid for e.g. <ol style="list-style-type: none"> Burns & Scalds. Bone fractures Shocks Prevention is better than care. 	<ol style="list-style-type: none"> Bandages making. Role play in classroom 	<ol style="list-style-type: none"> Objective & subjective tests Practical assessment. <ol style="list-style-type: none"> Bandages making. Use of bandages. Patient handling.
Affective: <ol style="list-style-type: none"> To develop the sense of First Aid. To promote in the students feelings of love, sympathy & care of others. 				
Psychomotor: To develop the skills of: <ol style="list-style-type: none"> To handle the emergencies at home, schools & surroundings. Preparing the bandage and better role play in classrooms. 				

TEACHING STRATEGIES

Basic aims of the curriculum or that it should create curiosity in students. There should be some creative activates in it. It should develop questioning power of the students and it should be applicable. Teaching methodology should promote the higher order skills. For the best result such a curriculum teachers should keep in their mind the following points.

1. The lesson should be planned according to the Islamic values. It should have points which are applicable in our Islamic society & limited resources.
2. In order to activate the students, their participation in the learning process is must. Moreover their group discussion should be organized such that learning process may be effective and interesting to them. Along with discussion, power of observation of the students must be developed. For this purpose answer-question techniques should be encouraged among the students.
3. Learning can be made more effective and interesting by the proper use of A.V. Aids.
4. The curriculum of Home Economics is actively oriented. It demands that the teacher should consider the curriculum and other reference material and keep in view the following teaching strategies:

- I. Investigative approach.
- II. Activity oriented approach.
- III. Student centered approach.
- IV. Question answer approach
- V. Group discussion
- VI. Demonstrative approach
- VII. Eclectic approach
- VIII. Play way method
- IX. Formal and informal approach.

GUIDELINES FOR TEXT BOOK DEVELOPERS

Organization and content:

1. While developing textual material, graded vocabulary, simple language and clear logic should be used.
2. Course completion and time limitations should be considered.
3. Teacher and students centered book should be developed.
4. Textbook should be written strictly in accordance with the syllabus.
5. Simple and appropriate terminologies should be used.
6. Language should be simple and direct and according to the level of the students.
7. Illustration and photograph depicting Pakistani living culture should be used.
8. The activity and guidelines for teacher should be given at proper places.
9. There should be continuity in the book.
10. There should be glossary at the end of the text book to clarify the key terms.

Physical Features:

1. For creating interest among the students textual material should be presented through attractive and proper diagrams.
2. The arrangement of pages, exercises and model test items at the end of each chapter.

ASSESSMENT & EVALUATION

The assessment is a tool to know how far the objective of the curriculum are achieved while evaluation is a process of obtaining information to form judgment so that educational decisions can be made.

Evaluations is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have been achieved.

According to J. Stanley in 1981 an educational evaluation is the systematic process of determining the effectiveness of educational endeavors in the light of evidence for our purpose. Evaluation can be thought as formative and summative.

The assessment pattern should be in accordance with the needs of curriculum. It should be designed in a way that the students are encouraged for improving skills such as observation, curiosity, creativity and application.

1. Estimating the achievements:

- a. Two external examinations should be arranged during academic year for each class.
- b. Monthly / periodic test should be conducted.
- c. Quiz competition should be arranged.
- d. The proportion of test items at skill level may be 30% factual knowledge, 40% for comprehensive and 30% for higher order skills.

SUGGESTIONS

The committee set up for the revision and modernization of Home Economics curriculum for classes VI to XIII gives its satisfaction on the curriculum, its contents and division of marks, but suggests that it still needs further improvement. For more effective teaching of this syllabus of Home Economics in Pakistan this committee gives their own recommendations.

1. Home Economics should be taught by qualified teachers only with minimum qualifications of M.Sc/B.Sc Home Economics because it is a practical oriented subject which could be only taught by a Home Economics proficient teacher.
2. A present condition of laboratories in the institutions is generally unsatisfactory. They should be strengthened and equipped, further more sufficient funds should be allocated.
3. For effective practical work the number of students one practical class should not be more than 20.
4. Different Home Economics fields should not be considered as separate subjects but taught at different levels as a whole.
5. The subject of Home Economics should not be replaced with any other subject e.g in some regions it is being replaced with computer, rather they should be merged.

6. Teaching staff should be provided further training facilities through in country, in service, training/refresher courses, out of country scholarship etc to improve their professional competencies.
7. Classroom teaching should be supplemented by textbooks and teaching guides
8. Books, journals, magazines and periodicals be made available in the libraries to enable students to enhance their knowledge by knowing the latest trends in the world. Further more walks, Home Economics week or day should be conducted so that a layman in his community is made aware of Home Economics concepts.
9. Home Economics subject should not be taught as an arts subject only. It is a science subject with practical work. No student should be allowed to appear for annual exam in Home Economics as a private candidate, as has become a trend in certain regions of this province.

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